DOCUMENT RESUME

ED 140 929 95 JC 770 374

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TITLE About the Students. A "Brief" Highlighting Important Literature since 1973 on Student Characteristics and the Development of Programs to Meet Student Needs.
INSTITUTION California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Jul 77
NOTE 22p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Annotated Bibliographies; Community Colleges; Females; Handicapped Students; Junior Colleges; *Junior College Students; *Literature Reviews; Minority Groups; Older Adults; Part Time Students; Prisoners; Program Descriptions; *Student Characteristics; *Student Needs; Veterans; Vocational Education; Womens Education

ABSTRACT

A total of 39 references to both published and unpublished materials drawn from a variety of sources are presented in this annotated bibliography. The materials included represent the most significant current literature on the diverse nature and characteristics of two-year college students, their special needs, and the programs developed to meet these needs. The bibliography is divided into nine sections: Comprehensive Sources, Vocational Students, Ethnic Minority Students, Handicapped Students, Part-Time Students, Prisoners and Parolees, Senior Citizens, Veterans, and Women Students. Preceding the bibliography is a brief summary of 14 significant findings synthesized from the included literature and 11 important questions concerning two-year college students and program effectiveness for which the literature does not provide answers. (BB)

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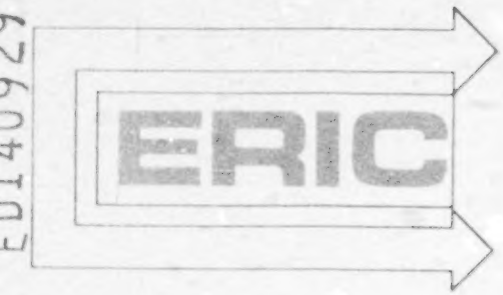

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ABOUT THE STUDENTS

A Brief highlighting important literature since 1973 on student characteristics and the development of programs to meet student needs.

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July 1977

This Brief focuses on the students in two-year colleges. It consists of nine sections: Comprehensive Sources; Vocational Students; Ethnic Minority Students; Handicapped Students; Part-Time Students; Prisoners and Parolees; Senior Citizens; Veterans; and Women Students. This literature review is based on references to both published and unpublished materials from a variety of sources, including books, journals in the field, and the files of the ERIC system.

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Based on the studies abstracted herein, THE LITERATURE TELLS US THAT:

Disparity between student and institutional values minimizes a college's impact on its students.

Student development may be encouraged through a new method of assessing students that also points to ways of implementing necessary changes in curriculum.

Diploma graduates of occupational-technical programs express more positive attitudes toward their community college experiences than do certificate graduates.

Better teacher preparation, re-appraisal of selection and admissions procedures, increased guidance for high-risk students, and greater flexibility in institutional policies may be more effective than remedial instruction in dealing with low student achievement.

Fifty-three percent of the community college districts in California have established special programs for handicapped students.

Financial assistance may be most effectively dispersed in the form of many small grants that effect short-term goals, since part-time students usually offer short-term, pragmatic reasons for attending college.

Continuing education was seen in a study of 32,000 California community college students as the dominant function of community colleges in terms of both full-time and part-time students served.

A campus-release program for prison inmates implemented at one Maryland college resulted in an 84.5% success rate in terms of continuation and lower recidivism for program participants.

Maximum security prison inmates get a full-range of library services through computer print-outs of library resources and by receiving ordered materials by regular van deliveries.

Older persons' educational and cultural needs are considered at a number of community colleges by instituting special volunteer programs, retirement education courses, and enrichment activities.

General education programs may be more effective in facilitating women's entry into college than programs that concentrate on specific training activities.

Demographic data about students enrolled in various types of two-year colleges indicate that women may be more like four-year college women than they are like "new students."

Most mature women who interrupted their education at earlier periods of their lives did so because of stereotypic sex-role attitudes held by parents and school counselors.

Rechanneling of student aspirations consistent with both abilities and labor demands may be accomplished through certain kinds of persuasive guidance activities.

THE LITERATURE DOES NOT TELL US IF:

Younger part-time students are as well served by continuing education programs as older part-timers.

Community colleges are equitable in the ways they deal with full- and part-time students since financial constraints may limit the services they give to part-timers.

Part-time student enrollments will continue to predominate over full-time enrollments in most community colleges.

Training and educational programs for criminal offenders are as effective away from penal institutions as they are in community colleges.

Veterans upward-bound programs are effective in recruiting veterans for college refresher courses.

Women's resource centers on college campuses are still increasing in number to facilitate educational experiences for more female students.

School experiences tend to help actualize women returning to education in their personal development.

Environmental factors and social-psychological characteristics contribute to the same extent to the students' general satisfaction of their college experiences.

College students would be better equipped to handle their lives if they were required to attend general education courses, regardless of their immediate goals.

The current drift of community college students away from the humanities and other transfer curricula and toward vocational/occupational training will change when further knowledge is acquired about adult developmental stages.

Education as a certifying agent were abandoned in favor of business and industrial skill training the same inequalities regarding equal access to college would persist.

COMPREHENSIVE SOURCES

Alfred, Richard L. Impacts of the Community and Junior College on Students. Iowa City, Iowa, and Los Angeles: American College Testing Program and ERIC Clearinghouse for Junior Colleges, [1975]. 80pp. (ED 108 729)*

The concept of impact, as it is treated in this report, is based on "expected" changes in student behavior and attitudes as contrasted to "actual" changes. Following a review of the literature on college impact as related to the two-year college, this document presents an empirical model for analysis of impact in the community college, isolates and identifies key variables that account for such impact, and presents guidelines for maximizing the positive impact of community colleges. The eight characteristics identified as factors related to community college impact are described as "input characteristics". An "expected output" based on these factors can be determined through observation and analysis of behavioral and attitudinal changes shown by matriculated students. The major conclusion is that the impact of a two-year college on its students is proportional to the degree of continuity between the college and the community. At present, community colleges have minimal impact on students because student and institutional value orientations are often nonintersecting and sometimes even conflict. The guidelines for maximizing positive impact detail methods of coordinating these disparate value orientations. A model for the assessment of community and institutional goals and a list of selected instruments to be used in such assessments are included.

Blocker, Clyde E. (Ed.) "Humanizing Student Services." New Directions for Community Colleges, 2 (4), Winter 1974.

This sourcebook examines student personnel services with a view to revealing both positive and negative aspects and suggesting improvements. Issues discussed include: the Gestalt of student lives and educational experiences; the problem of relating traditional higher education to non-traditional students; the importance of preparing community college faculty and counselors to accept and understand "new" students; methods of assessing community college students; student financial aid; the special needs of minority students; the impact of recent changes in college governance on the delivery of student services on the campus of the future; the need for a redefinition of student activities and for a more effective interaction between the college and the community; and the new challenges to student personnel services created by the changing relationships between college and community, faculty and administration, and students and faculty. A review of additional pertinent literature and a bibliography are also provided.

Brawer, Florence B. New Perspectives on Personality Development in College Students. San Francisco: Jossey-Bass, Inc., 1973.

A new method of assessing college students that yields a full, multidimensional profile of the student's total personality is presented in the 12 chapters of this book. Chapter 1 provides theoretical formulations based on empirical data. In Chapter 2, three concepts that are basic to the central construct are described. The central construct is discussed in Chapter 3. Chapter 4 provides the six major components of this concept. In Chapter 5, the paradigm of the study through which many of the ideas described in the first four chapters were tested is presented, and the sample institutions that were used for this study of community college freshmen are discussed. In Chapters 6 through 11, theoretical structures, related research, and data gathered on incoming freshmen are presented. Chapter 12 is a synthesis of the findings. It presents ways in which the theories and results may be used as a basis for planning curriculums and instituting changes in higher education. A list of items included in the several independent variables is provided in an appendix. A bibliography and an index are included.

Cohen, Arthur M., and Brawer, Florence B. (Eds.) The Humanities in Two-Year Colleges: A Review of Students. Los Angeles: ERIC Clearinghouse for Junior Colleges and Center for the Study of Community Colleges, 1975. 64pp. (ED 108 727)*

This monograph reviews recent literature pertaining to two-year college humanities students. It notes the current drift of community college students away from the humanities and other transfer curricula and toward vocational and occupational training. Overall enrollment trends are noted, as are the characteristics of particular kinds of students to be served by two-year college humanities courses. Transfer, terminal, pragmatic, honors, adult, and minority students, senior citizens, working and married students, and part-time students are considered in separate sections. The impact of each of these student groups on humanities curricula is detailed. Suggestions for further study and an extensive bibliography are included.

Feldman, Kenneth A., and Newcomb, Theodore M. The Impact of College on Students. San Francisco: Jossey-Bass, Inc., 1969.

This classic study of the impact of college on students reviews, presents and interprets the findings from almost fifteen hundred published and unpublished reports on the topic. The final report of a study commissioned by the Carnegie Foundation for the Advancement of Teaching, it is divided between two volumes--one of text and a second of tables. Each chapter contains a helpful overview, a succinct summary of trends and findings. Chapter topics include: change and stability during college; problems of interpretation; the sequence of experiences; diversity of types of colleges; diversity of major fields; impacts of residence groupings; student culture and faculty; background, personality, and college impacts; and persistence and change after college. An index and bibliography of references are included.

Knoell, Dorothy M. (Ed.) "Understanding Diverse Students." New Directions for Community Colleges, 1 (3), Autum 1973.

A predominant function of community colleges is the education and guidance of students from widely varying backgrounds and with diverse interests and objectives. This sourcebook examines the major student clienteles for whom comprehensive two-year colleges must plan programs and services. The articles consider transfer students; occupational students; academically and socio-economically disadvantaged students; adult students; dropouts, stopouts, and "shoved outs"; veterans; private college students; and potential student clienteles. Methods by which the community colleges can respond effectively to the educational needs of each of these groups are proposed and elaborated. A review of additional pertinent literature and a bibliography are also provided.

VOCATIONAL STUDENTS

Borow, Henry, and Hendrix, Vernon L. Environmental Differentials of Occupational Programs and Educational Career Patterns in Public Junior Colleges. Minneapolis: Minnesota University, Department of Educational Administration, 1974. 345pp. (ED 105 910)*

This is the final report of a project initiated in September 1965 to: (1) determine and measure the environmental factors and the social-psychological characteristics of students which are related to the success or failure of occupational programs; and (2) to identify a variety of typical educational career patterns and to isolate teams of predictor variables (environmental, community, personal, and socioeconomic) by which educational career patterns may be significantly differentiated. A battery of tests, inventories and rating scales was administered to 10,857 students in 24 colleges; 9,610 students (89 percent) submitted complete and scorable records. The student data profile was generated through administration of the Junior College Student Inventory and a 15-scale inventory of preferred conditions and rewards of work (Work Values Inventory). Data on environmental influences was gained from a set of four Junior College Environment Scales, a pair of Faculty Preference Scales, and a series of 13 Community Characteristics Indices. A variety of statistical treatments were applied to study variable interactions and their relationships to student program choice, educational career patterns, program completion, and postcollege employment status. Results are described and pertinent literature is reviewed. Sections of the survey instruments are appended.

Shea, Brent M. Inequality of Outcomes: Two-Year Educations. Preliminary Draft, Subject to Revision. Paper presented at the Annual Meeting of the Society for the Study of Social Problems (McGill University, Montreal, Quebec, 1974). 19pp. (ED 111 460)*

Because of its lower tuition charges, cultural integration into the community, non-selective admission requirements, and vocational/technical

programs, the two-year college has been seen as a way of enrolling students historically underrepresented in higher education. In comparison to his four-year college counterpart, the two-year college student is from a lower-income family, has parents with less schooling, and ranks lower on scales of academic aptitude. One function of two-year colleges is the rechanneling of student aspirations in line with student abilities and labor market demands. This is accomplished through a persuasive guidance approach which reorients students, most often resulting in the redefinition (cooling-out) of transfer students as terminal, vocational education students. Even if education as a certifying agent were abandoned in favor of skill training in business and industry, the author contends that the same inequalities which currently prevent equal access to colleges would prevent equality of access to training programs in the private sector. Thus, despite the unsavory implications of "people processing", the idea of a better fit between educational and occupational spheres is attractive and desirable.

Trufant, John E., and Others. Perceptions of Former Occupational-Technical Students. Research Report No. 4. Richmond: Virginia State Department of Community Colleges, 1974. 56pp. (ED 111 461)*

Former Occupational-technical students were questioned as to their attitudes toward their community college programs. The large majority of respondents rated their overall experience very high, and said they would recommend their college to someone seeking the same program. Social activities, however, were rated quite low. Women and graduates were much more positive about their community college experience than were their male or non-graduate counterparts. Diploma graduates expressed far more positive attitudes than AAS degree or certificate graduates. Of curricular groups, public service students were the most positive, followed closely by health students. Minorities were somewhat more positive than whites. Students rated the quality and value of their preparation in seven different areas: technical knowledge and understanding, job or learning skills, getting along with people, self understanding, knowledge about career opportunities, communication skills, and general education. General education received the highest rating, both for quality and current value. Yet, when asked to give their opinion on the balance of general education and technical courses, more than half of the respondents wanted to increase the proportion of technical courses. Tabulated responses are appended.

ETHNIC MINORITY STUDENTS

Colston, James A. Minority Programs in Higher Education: Alternatives to the Revolving Door. Paper presented at the 56th Annual Convention of the American Association of Community and Junior Colleges (Washington, D.C., March 17-19, 1976). 9pp. (ED 125 711)*

National Project II: Alternative to the Revolving Door is a project designed to evaluate and refine existing programs for low-achievers.

Four two-year colleges selected for their exemplary programs were Bronx Community College (Bronx, N. Y.), Oscar-Rose Community College (Midwest City, Oklahoma), Southeastern Community College (Whiteville, N. C.), and Staten Island Community College (Staten Island, N. Y.). The kinds of remediation courses offered, the administrative organization of the program, the enrollment capabilities, methods of staffing, sources of funding, and the evidences of program success are reported upon.

Goldstein, Harris K., and Wood, Cherrie Lou. Prototype Institute for Training Teachers of Low Income and Minority Students: A Delgado Research Study. New Orleans, La.: Delgado Junior College, 1971. 99pp. (ED 111 476)*

Delgado Junior College (Louisiana) held a nine month institute designed to: (1) increase participant understanding of the problems specific to low-income and minority students, including physical and psychological problems and cultural background; (2) improve the methods used to teach these students; and (3) develop innovative and special programs for them. Twenty faculty members, five low-income and minority students, and five representatives of local low-income and minority communities participated in the 18 sessions (two per month) of the institute. The first half of each session was devoted to a presentation by a guest lecturer; the second half involved participants in discussions of how the content of the presentation could be applied. This report is intended to assist other community and junior colleges in planning and carrying out similar institutes. It details the participant selection and institute planning processes and the physical setting, as well as the outline for each session. A summary of the findings on problems and background, alternative teaching methods, and special programs are presented, as are summaries of each presentation and discussion section. A bibliography on low-income and minority students and the institute evaluation forms are appended.

Minority Awareness: Programming for Success. Proceedings of (the) 2nd Annual Staff Development Workshop, Morgantown, North Carolina, April 27-28, 1976. Western North Carolina Consortium, Inc., [1976]. 42pp. (ED 130 689)*

This document compiles the addresses presented at the 2nd Annual Staff Development Workshop sponsored by the Southern Regional Education Board Institute for Higher Educational Opportunity. The objectives of the workshop emphasized the need for awareness of and about minority students among those responsible for educational opportunities and the eventual academic success of minority students. Topics include: the responsibilities of a public two-year college in meeting the needs of minority students; socio-economic factors affecting minority students; the psychological factors affecting minority students; and criteria for institutional programming to meet the needs of the minority student. An evaluation of the conference by its participants is included.

Moore, William, Jr. Community College Response to the High-Risk Student: A Critical Reappraisal. "Horizons Issues" Monograph Series. Washington, D.C. and Los Angeles: American Association of Community and Junior Colleges, Council of Universities and Colleges and ERIC Clearinghouse for Junior Colleges, 1976. 60pp. (ED 122 873)*

The current popular ideas about what causes low achievement in specific groups of students, such as cultural disadvantagement, negative self-concept, and lack of motivation; and the current correctives--remedial instruction and therapeutic counseling--are often inappropriate and ineffective. Instead, Moore recommends an emphasis on community college teacher preparation, institutional reexamination of selection and admissions procedures, increased faculty advising of high risk students, and increased policy flexibility. A bibliography and a chapter identifying research needs in this field are included.

[A Program to Prepare College and University Officials to Increase the Enrollment and Meet the Needs of Minority Groups and Low Income Students. General Summary and Recommendations.] Sacramento, Oakland, California and Dayton, Ohio: California Community Colleges, Office of the Chancellor, Mills College; and Wright State University, [1970]. 16pp. (ED 070 438)*

A training program was held for academic administrators of community colleges in order to develop the skills and awareness required to meet the needs of low-income minority-group students. Each participating institution was expected to send that person responsible for the institution's efforts to meet the needs of the specified group of students, three administrative people, and one student representative of the student group concerned. The program used books, tapes, pamphlets, unpublished interviews and talks, direct observation of programs and program target areas, group and small group discussions, and work sessions. Evaluations are given of a President's Conference held prior to the community college training program, four five-week sessions conducted at the Wright Institute, and the program in the Community Colleges in California. Recommendations are made for improvements in future training programs.

HANDICAPPED STUDENTS

Educational Programs for the Handicapped. Sacramento: California Community Colleges, Office of the Chancellor, 1971. 267pp. (ED 083 978)*

A handbook on educational programs for the handicapped is presented. The purpose of the handbook is to assist community college educators in meeting the occupational training needs of handicapped students. Areas covered include: analysis of community need, assessment of existing facilities and services, funding sources, program design, basic definitions, educational implications, personnel, public relations, exemplary programs, workshop agenda, workshop staff and workshop notes.

Kirk, Henry P. Educational Programs for Handicapped Students in California Community College Districts: The Results of a Survey: Fall, 1972. Sacramento: California Community Colleges, Office of the Chancellor, 1973. 9pp. (ED 083 966)*

A statewide survey conducted in California during the fall semester, 1972, to determine the opportunities available to handicapped students is presented. According to the results, 53% of the community college districts in the State have now established formal programs to meet the special educational needs of these students. Results are given for the following areas of interest: funding, services, special curricular offerings, types of handicapped students served, total number served, and programs for handicapped students in community college districts.

Rada, Ruth B. Development of a Core Guidance Curriculum to Meet the Needs of the Handicapped Students at East Los Angeles College. Unpublished paper, 1975. 89pp. (ED 124 258)*

On the basis of a survey of the literature pertaining to the special education and guidance needs of the handicapped, a survey of existing programs at 47 California Community Colleges, the proceedings of advisory committee meetings, interviews with counselors, college health services staff, and representatives from community agencies working with the handicapped, a core guidance curriculum was developed to meet the needs of handicapped students at East Los Angeles College. Recognizing the psychological need of the handicapped student to be trained with the normal student, four minicourses were developed which centered around interpersonal relationships, career guidance, introduction to college, and study skills. Course descriptions of these four minicourses are provided, and tables of data describing characteristics of handicapped students at East Los Angeles College are appended.

A Resource Handbook for Counseling the Physically Handicapped Student: Chabot College, South County Joint Junior College District. Hayward, Ca.: South County Joint Junior College District, 1973. 169pp. (ED 086 297)*

This handbook is intended for those who counsel the physically handicapped (hearing, orthopedic, speech, or visually impaired) students in high schools and community colleges within the South County Joint Junior College District. Following an overview on counseling the handicapped, three levels of educational resources, the high schools, Chabot College, and people to contact in other local colleges and universities, for the handicapped student in the South County Joint Junior College District are examined. A Resource Directory of agencies that serve the handicapped in Alameda, Contra Costa, San Francisco, and San Mateo Counties is provided. Resources available for those who counsel the disabled veteran are listed. The results of a survey of employers are provided in a chart listing occupations accessible to the physically handicapped and in a Cross-Index by Disability. The four appendixes provide

information concerning: A. Resource Directories, Occupational Resources, and Recommended Readings; B. Issues for Discussion and Reflection by the Counselor; C. Classification of the Physically Handicapped; and D. Glossary of Terms.

PART-TIME STUDENTS

Kegal, Paul L. Financial Needs of the Part-Time Student at Worthington [Minnesota] Community Policy. Worthington, Minn.: Worthington Community College, 1975. 28pp. (ED 115 337)*

In order to measure the importance of financial assistance to part-time students and develop a profile of part-time students at Worthington Community College (Minnesota), a questionnaire was designed and mailed to each of the 255 persons who had enrolled as part-time students during the 1974-75 college year. Several persistent indications were noted: financial assistance is desired and needed by many part-time students; in many cases, finances are a key factor in a decision to terminate or delay the realization of educational goals. Most part-time students are married, and bear considerable familial responsibilities, adding to the financial burden of attending college. The greatest financial difficulty is realized by women students, particularly married women students. When financial assistance is available, progress toward the realization of educational goals is enhanced--as evidenced by the average credit load carried. Since part-time students offer short-term, rather pragmatic reasons for attending college, the most effective dispersal of financial assistance may be in the form of many small grants, which should be sufficient to encourage students to meet short-term goals. Data are organized into charts and tables, and the survey instrument is appended.

Knoell, Dorothy M. "Challenging the 'Model and the Myth'." Community and Junior College Journal, 47 (3): 22-25; November 1976.

A recently completed study of 32,000 California community college students reveals that continuing education for part-time, older students has become the dominant function of the community college in terms of numbers of students served. This article describes that study and makes recommendations on how best to serve this clientele.

Mangham, Clarence. Part-Time Students. Sacramento: California Community Colleges, 1975. 7pp. (ED 108 725)*

This report reviews the progress of the California Community Colleges in carrying out the intent of a recent Assembly resolution which specified that fee structures, admission policies, and financial aid policies and programs at institutions of public postsecondary education shall not discriminate against part-time students and students choosing

to combine or alternate education with other learning experiences. The first section reviews admissions requirements, concurrent high school-community college enrollments, re-entry procedures, residency requirements, and minimum course load requirements for veterans benefits and social security recipients. A section on fee structure reviews the establishment and use of student fees. A review of student financial aid policies reports methods of needs determination, the eligibility of part-time students for financial aid, and EOPS student course load requirements. The report concludes that community colleges vary regarding the manner in which their fee structures, admission policies, and financial aid policies apply to part-time students; that community colleges attempt to be equitable in the way they meet the needs of full-time and part-time students, but that financial constraints often limit the extent to which part-time students can be served; and that a more detailed study of community college policies and procedures relating to part-time students is needed.

They Come Part Time! A Study of the Part Time and Extension Student Population of Fall 1973. Trenton, N.J.: Mercer County Community College, 1974. 29pp. (ED 097 035)*

The part-time and extension student population of Mercer County Community College was surveyed to provide information about the characteristics, perceptions, and activities of these students. The results of the survey are presented under the following headings: Demographic Characteristics, Educational Goals and Achievements, Assessments of the College, and Desires and Preferences (where and when courses should be offered). These results show 38 percent of the students indicated that Occupational Upgrading was the major reason for attending the college; in contrast with full-time students, there were a number of differences in demographic characteristics: e.g., the part-time student was likely to be older. The part-time enrollment patterns suggest that future growth of the college will be in its part-time student population. Thus, consideration should be given to the admissions and recruitment of these potential students.

Wenrich, J. William. "Meeting the Occupational Needs of the Part-Time Student." Community College Review, 4 (3): 27-32; Winter 1977.

This article reviews the types and structures of occupational programs which respond to the needs of the part-time student, and suggests how these needs can best be met by community colleges.

PRISONERS AND PAROLEES

Feldman, Sylvia D. Trends in Offender Vocational and Education Programs: A Literature Search with Program Development Guidelines. Washington, D.C.: American Association of Community and Junior Colleges, 1975. 89pp. (ED 125 709)*

The American penal system of placing criminal offenders in institutions has evolved from two major goals: (1) to punish offenders as an example to the rest of the community, and (2) the rehabilitate offenders into the community. Since the mid-1960's there has been a trend toward placing offenders in the community and away from isolating them in penal institutions. This paper is concerend with this trend as it relates to training and education programs for offenders. The author reviews the literature pertaining to pretrial intervention and diversion programs and to post-conviction programs. She also presents guidelines to assist interested individuals and groups in planning, designing, and establishing community education programs for offenders, in gaining community support, and in program finance and evaluation. An extensive bibliography is appended, as are a list of the Law Enforcement Assistance Administration (LEAA) grants awarded for programs relating to pretrial release and educational release during fiscal years 1972-74, and a list of the two- and four-year colleges presently conducting higher education programs in State and Federal penal institutions.

Galley, Jon P., and Parsons, Michael H. College Behind the Walls: Factors Influencing a Post-Secondary Inmate Education Program. Paper presented at the National Convention of the Community College Social Science Association (Kansas City, Missouri, October 28, 1976). 13pp. (ED 130 696)*

This paper describes the prison education program established by Hagerstown Junior College (HJC) at the Maryland Correctional Training Center (MCTC). An inmate screening committee, on which both the college and the correctional facility are represented, screens and selects applicants to the program. Currently, funding for the program is provided by Basic Educational Opportunity Grant funds and by the Maryland Department of Corrections. The actual educational program is designed to serve the wide range of individual inmate differences; several instructional strategies involving varied lengths of classroom work, size of courses, and instructional delivery techniques are utilized. Individual counseling and testing allow the college to address individual student needs and goals. Students agree to contract with the program to exhibit acceptable behavior, and continuation in the program is dependent upon successful execution of the contract. A campus-release program has been implemented, with an 84.5% success rate. While evaluation of prison programs is difficult it is noted that recidivism rates are lower for program participants, and that, overall, many inmates have acquired previously lacking basic skills.

Mahoney, James. "Keeping Them Out of Jail." Community and Junior College Journal, 47 (4): 46-48; December/January 1976-1977.

This article reports on the success of a community college demonstration project focusing on young probationers. It shows that community colleges are uniquely suited to assist criminal offenders in learning to lead productive lives.

Tonigan, Richard F. Prison Education: The College of Santa Fe and the New Mexico Penitentiary Approach. Santa Fe, N.M.: College of Santa Fe, 1975. 53pp. (ED 125 722)*

For several years the College of Santa Fe has operated the Penitentiary Community College of Santa Fe for residents and parolees of the New Mexico Penitentiary. In an effort to evaluate and improve this program, the college hosted a Prison Education Conference for concerned professional and lay persons. This report presents the proceedings of the conference. The topics covered include: (1) the elements needed for a successful prison education program, (2) appropriate course content, (3) problems encountered in conducting such programs, (4) the consideration of program participation in granting parole, (5) methods of improving the Penitentiary Community College program, (6) the societal implications of a broadly based law education program at the penitentiary, (7) the role of technical-vocational education in such a program, (8) new funding possibilities, (9) the prison education program operated by Lewis University, and (10) the legal process by which the Illinois Department of Corrections was designated in 1972 as a special school district for administrative and financial purposes. A description of Penitentiary Community College and other educational programs operating at New Mexico Penitentiary is appended.

Watson, Rollin J. Letters from Jessup: Notes on a Prison College Program. Unpublished paper, [1975]. 10pp. (ED 112 955)*

The Essex Community College (Maryland) full-time college program for maximum security inmates at the House of Correction at Jessup evolved as a natural outlet for numbers of the high school graduates which the prison secondary school was producing. Students proved to be well prepared, highly motivated, and well received by other inmates and the security guards. Students were paid the same remuneration they would earn in state use industries. This money, supplemented by federal grants, veterans benefits, and scholarship funds, helped to pay tuition costs. Despite the fact that the college and prison are located in different counties, inmates were permitted the in-county tuition rate, on a contract basis. A full range of library services was afforded to the inmate students by providing a computer print-out of college library resources and by supplying ordered materials by means of a regular van delivery service. While there was no budget available for a full-time college counselor, a select group of counselors were organized into a "pool" system. The program accomplished two things: it engendered a feeling of self worth and pride in the inmate-students;

and it afforded the students a new, positive perspective on traditional values and the institutions of society.

SENIOR CITIZENS

Galvin, Kevin, and Others. Educational and Retraining Needs of Older Adults. Final Project Report. Los Angeles: Southern California Community College Institutional Research Association and Los Angeles Community College District, 1975. 38pp. (ED 110 132)*

This project, conducted by the Southern California Community College Institutional Research Association, was designed to provide a needs assessment of aging and retired persons in Southern California in the area of vocational education and to provide training for researchers and occupational education coordinators in survey research methodologies. An attempt was made to discover which areas of occupational retraining older adults would be interested in pursuing; what auxiliary services would have to be provided; and the nature and extent of curriculum modification necessary to provide these potential students with a satisfactory educational experience. More than 18 institutions participated in the research; seven are represented in results reported in this document. Workshops were held and a questionnaire devised to determine the unique needs of participating colleges. Data from this survey indicated that older adults have a variety of needs and interests which should be taken into account in program planning; and the community college has an important role to play in meeting the educational and retraining needs of the elderly, particularly in pre-retirement assistance programs and post-retirement employment opportunities. The needs assessment questionnaire with resultant data and a project evaluation with relevant tables are appended.

Glickman, Lillian L., and Others. Community Colleges Respond to Elders: A Sourcebook for Program Development. Washington, D.C.: National Institute of Education, Dissemination and Resources Group, 1975. 66pp. (ED 115 332)*

To establish a base for the development of new educational programs for older adults, a national survey of personnel in 150 community colleges was conducted to elicit information and perceptions concerning: (1) content and scope of current educational programs for elders; (2) nature of the developmental process of such programs; (3) perceived obstacles to and possibilities for the development of viable and responsive education programs for elders. This sourcebook outlines appropriate core curricula and presents a model for program development built on the characteristics that appear to make programs successful. The key to the model is an alliance with the community of elders. Guidelines for choosing a representative board are presented, as well as suggestions on how to attain the proper balance between the consumer board and the college administrator. The model itself involves

needs assessment, selecting program content, insuring program effectiveness (recruitment, location of programs, and teaching methods), and maximizing manpower, finances, and other resources. Appended is a list of federal, state, and other agencies on which community colleges can draw for assistance in developing programs.

Greenleaf, George A. Shasta College Senior Programs and Services. Paper prepared for the Board of Trustees, Shasta-Tehama-Trinity Joint Community College District, Redding, California, 1976. 19pp. (ED 125 685)*

This document provides an evaluation of the progress Shasta College has made in carrying out task force recommendations for providing services for older adults in the college district. Specific actions taken to set up a program for the aging have included the appointment of a college coordinator to institute programs and services relating to the aging, the establishment of an advisory committee, participation of personnel in conferences on the aging, and publicity on the availability of programs on the aging. Programmatic implementation has included: a successful fee workshop on preretirement; development of a new credit course "Introduction to Gerontology (Concepts and Issues Related to Aging)"; cooperation with senior citizen associations; the development of tapes to be aired on local radio and television stations on a variety of themes relating to the older adult. Further directions for the future are suggested, and papers relevant to the development of the "Introduction to Gerontology" course are appended.

Older Americans and Community Colleges: An Overview. Washington, D.C.: American Association of Community and Junior Colleges, 1974. 74pp. (ED 115 340--Available in microfiche only)*

Data from a survey of 1,137 junior colleges, community colleges, and technical institutes conducted by the American Association of Community and Junior Colleges in October 1972 and up-dated in March 1974 show that these institutions are playing a vital role in addressing the needs of older persons in the communities they serve. Following a brief overview of the results of this survey, including discussions of what kinds of services community colleges are providing for the elderly and how these services are funded, this pamphlet includes directories of: (1) two-year colleges with manpower training programs for persons who will work in the agencies and commercial enterprises that serve older persons; (2) two-year colleges with Retired Senior Volunteer Programs; (3) two-year colleges offering retirement education programs; (4) two-year colleges with cultural enrichment courses for senior citizens; and (5) two-year colleges offering free or reduced tuition for the elderly.

VETERANS

Betts, Lee John (Ed.) Veterans on Campus: A Handbook for Programs, Services, Staffing and Assistance Washington, D.C.: American Association of Community and Junior Colleges, 1973. 76pp. (ED 083 984)*

A handbook to provide information that will aid in establishing a bond between veterans and professional people providing service for returning servicemen and women is presented. Topics discussed include: the Vietnam veteran; organizing to serve the veteran; a veterans Outreach Program; veterans with special needs--minority veterans, academic adjustment; physical disabilities, less-than-honorable discharges, and emotional adjustment; vital collegiate veterans organizations, and Federal programs. The following are appended: (1) an annotated bibliography of veterans organizations, programs and publications; (2) USOE veterans cost-of-instruction regulations; and (3) the Servicemen's Opportunity College Concept.

Binsacca, Judy. Veterans Outreach: Suggestions for an Effective Outreach Program for Colleges. Los Angeles: University of California, Western Center for Veterans Programs, 1973. 40pp. (ED 081 422)*

Methods and techniques that have been tried and found successful by a number of Veterans' Upward Bound programs in the Outreach programs are provided in this manual. An institution's Outreach program is responsible for locating and contacting educationally and economically disadvantaged veterans, both men and women, to make them aware of the benefits and services they are entitled to as veterans, and to offer them an alternative life style as a college prep student. Specifically, the target group of veterans at whom the Outreach program is directed includes: (1) those who have not graduated from high school and do not have a GED; (2) high school graduates and those with a GED who need refresher courses to overcome academic deficiencies that would keep them from being successful in college; and (3) unemployed and underemployed veterans who had not intended to continue their education because their social, economic, or educational background discouraged or prevented them from doing so. The manual provides sections on Administration and Staff Organization (The Institutional Relationship, Staff Organization, Field Worker Training, and Facilities), Recruitment (Initial Contact, Sources of Veterans, Promotion and Publicity, and Initial Interview), Outreach and Referral (Financial Aids, Campus Services, Governmental Services, Veteran Related Groups, and Community Based Groups), and Follow Through and Evaluation. Suggested reference materials are listed.

Earl, Mary. Veterans Guidance and Counseling: Suggestions for an Effective Veterans Program for Colleges. Los Angeles: University of California, Western Center for Veterans Programs, 1973. 72pp. (ED 081 423)*

This manual presents a perspective on counseling in veteran's education, and includes information and ideas for colleges to assist veterans in preparing for and entering higher education. The sections of the manual are: The Target Population; Program Objectives and Organization (Functions of Guidance and Counseling, Who Is a Counselor, Counselor Selection and Evaluation, and Continuing Education for Counselors); The Counselor and the Veteran-Student (Initial Contact and interview, and Building Resources for Counseling); Information for Counseling Veterans (Establishing a Referral System; Governmental, Community, and Private Assistance; Documents and Evidence; Placement and Availability of Part-Time Employment; Scholarships and Financial Aids; Student Loans; Budgeting and Financial Management; and Veterans Administration Benefits); Resources for Guidance and Counseling (Library Materials; The Place of Testing in Counseling; Interest, Attitude, and Value Inventories; Materials for Student Self-Inquiry; and Group Guidance and Counseling); and Summary. Appendixes provided Projecting Staff Size, Selected VA Forms and Instructions, and Tests and inventories. Reference materials and community resource directories are included.

WOMEN STUDENTS

Alexandra, Pamela. History [of the] Women's Re-entry to Education Program, San Jose City College, 1973-1976. San Jose, Ca.: San Jose City College, 1976. 87pp. (ED 125 706)*

The Women's Reentry to Education Program at San Jose City College is a one-year program designed for low-income, urban women who want to return to school. It differs from the educational experiences traditionally offered to disadvantaged women, who are expected to learn to type, become assembly workers, or enter other stereotyped occupations reserved for women and minority groups. WREP offers a general education that serves as a foundation for diverse career, educational, and/or personal goals. The first semester courses include English, Sociology, Health, Career Planning, and Study Skills. During the second semester, the students are required to take Speech and Biology in addition to one of several electives. This report describes the establishment of the program in 1973, the funding sources, the courses offered, the staff, the advisory board, the methods used to recruit and select students, and the orientation and registration procedures. It also reports on the tutors, counselors, transportation, and childcare facilities available to WREP program; program budgets; a student profile; student evaluations of counseling, instructors, and the program in general; and a table showing WREP student grade point averages.

Moore, Kathryn M., and Veres, Helen C. A Study of Two-Year College Women in Central New York State: Characteristics, Career Determinants and Perceptions. Ithaca: State University of New York, Cornell Institute for Research and Development in Occupational Education, 1975. 93pp. (ED 103 069)*

A total of 1,341 male and female students enrolled at a private women's college, a moderately-sized comprehensive college, an agricultural-technical college, and a small comprehensive college were surveyed to determine demographic and descriptive data, career choices, plans for labor force participation, and perceptions of counseling services. Analysis of the data revealed that the women were more like four-year college women than "new students" at two-year colleges. The majority of women were 18 or 19 years old, single, and white. Nearly half of both their mothers and fathers had completed some college. While attending college the women depended on their parents for financial support and did not work. Their most common majors were liberal arts, health sciences, or secretarial science. Unlike four-year college women, nowever, their occupational choices resembled those of their fathers more than their mothers, and they anticipated continuous commitment to work. They selected their careers for special interest, opportunity to work with people, and ability to be creative. True role innovativeness was expressed by only one-fifth of the women sampled. Pertinent literature is reviewed, data is presented, and recommendations for improved counseling services are made. The questionnaire and the interview format are appended.

Nichols, Donald D., and Others. Women's Programs at Public Community Colleges. Farmington, Mich.: Oakland Community College, 1975. 8pp. (ED 112 999)*

In order to discover what kinds of programs and services were being provided for female students and community members, a survey was designed and mailed to the deans of students of all public community colleges in the United States during the fall of 1974. The data presented here represent responses from 577 institutions (88 percent). The survey instrument consists of nine questions designed to elicit responses in the areas of special curriculum and program design, funding, the availability of a women's resource center, community-school interrelationships, publicity, the degree of concern for women, and the need for a national clearinghouse on women's programs at community colleges. Over half of the responding institutions offer special programs for women which currently take two major forms: specialized credit courses in academic areas and non-credit offerings. Most of these programs are financed directly by the colleges or by student tuition. Respondents reported that various methods are employed to inform women about programs and campus activities. Only 73 institutions (12.7 percent) have women's resource centers in operation. While there is considerable concern for women students in the colleges, one-fifth of the deans still perceived "little concern." Almost half of the respondents believe that a national clearinghouse would be helpful.

Steele, Gertrude M. The Mature-Woman Student at Skyline College. Research Report Number 1. San Bruno, Ca.: Skyline College, 1974. 113pp. (ED 129 367--Available in microfiche only)*

A survey was conducted at 921 mature women students (aged 30 and over) enrolled day and evening at Skyline College in fall 1972; 475 (52%) responded. The survey was designed to elicit demographic information, why the women had previously interrupted their education, reasons for returning to school and primary goals, expectations and fears about returning to school, problems encountered at school, difficulties with transportation and scheduling, and the impact of return to school on relationships with husbands, children, and friends. Among the study findings were: half of the respondents were over 40 years of age; three-fourths were married; 90% had children; 50% worked outside the home (40% full-time); 39% had only or less than a high school education; 10% were full-time students; nearly three-fourths had been out of school for ten or more years; and over half had attended Skyline for more than one year. The data indicated that the women interrupted their education at earlier periods of their lives because of stereotypic sex-role attitudes of parents, school counselors, and society. Many (40%) returned to school because they had "always wanted to." Goals of the women were equally divided between preparation for new careers, and self-enrichment. Recommendations for improvement of services to mature women, an extensive bibliography, and the survey instrument are included.

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